

YEAR GROUP: YEARS 5 and 6

DATE: SUMMER TERM 2016

TIME ALLOCATION: 1 TERM

TEACHERS: Mrs Rushton, Mrs Capstick, Mr Reid, Mrs Merritt & Mrs Stephens

Literacy

The English Curriculum/Cross Curricula with Sport will include: diary entries of Olympic athletes or footballers; instructional texts on a sport they already know and a future game design, e.g. laser-ball; interview techniques with a final display poster of interviews; and biographical writing choosing a sporting legend to research and write a biographical account.

This topic takes the inspiration of a range of major sports including football, rugby, athletics, cycling, tennis and cricket to generate some fantastic learning opportunities. Their writing will be stimulated by some fantastic historical learning in the origins and development of popular sports.

They will research and discuss the values upheld by different sporting organisations which will enable them to reflect on their own values and develop future life skills. The idea is to capitalise on the energy and enthusiasm that great sports events stimulate, which will in turn stimulate their own writing. This topic will be reinforced by the book: The Book of British Sporting Heroes.

Maths

Children will explore the value of Maths within a range of sports. Using maps, children will calculate the route of the Olympic torch journey and understand the use of angles within the flags of world countries. Children will create tables and graphs using results gained from their own Mini-Olympics and analyse the nutritional needs of long-distance athletes to help plan their calorie intake.

Science

As scientists, the children will investigate how the body works including the role of the circulatory system, how water is utilised within the body system, and the function of the heart. Children will explore the classification and the identification of living things. They will become aware of the characteristics of organisms that belong in each of the 5 kingdoms of living things (animals, fungi, bacteria and Protista).

Computing

Pupils will use analysis and statistics to produce tables and graphs for sport-related data. They will create PowerPoints of sporting personalities, and research sports from around the world to present to the group.

Communication

Children will build upon the communication within last term's topic and use their knowledge to communicate with younger children. During our enterprise topic of the mini-Olympics our students will need to learn skills that will require them to lead by example and manage the listening skills and behaviour of younger children. This will develop a communication that requires patience and understanding

Enterprise

Upper school will organise a mini Olympics for KS1 and lower KS2. It will enhance their responsibility, communication and leadership skills. This will undoubtedly improve their independent learning and improve their self confidence. All these employability skills will serve them in secondary school life and years of employment after that.

My Place in the World

This unit will identify the main skills and qualities needed to achieve success in the sporting world. We will understand the history of sport within our locality and compare this to other areas of the UK and Europe. It will improve their chances within their future careers by developing approaches to working with others, problem solving and action planning when preparing a Mini-Olympics.

Creativity

The children will use their creative skills in DT to explore materials and their functions when making sandals. Fashion, style and colour as well as steadfastness will be of paramount importance. As designers they will need to be aware of their customer and current trends. During our Olympic design the children will need to demonstrate original circuits to test the ability of younger children.



World of Sport

WHY?

To promote the physical activity and wellbeing, the children will learn the benefits of sporting and active lives. Through the study of international sporting events, the children will look at the countries competing; sportsmanship; equal opportunities and physical challenge. This will encourage children to participate in local sporting and club and events.

At the end of this project the children will have planned and participated in a round the world sporting competition, supported by the parents.

Citizenship.

By working with Brisbane Park Infants School, children will create and lead a mini-Olympics, developing their understanding of leadership and effective communication whilst providing an active opportunity for younger people. To do this, they will need to assess their teamwork skills and planning skills in order to deliver an exciting yet challenging afternoon.

Religious Education

We will look at the events 'Humanists' celebrate and why, comparing their celebrations to Christian rights of passage. Pupils will also understand the symbolism of the Eucharist, and take part in Eucharist service both in school and church. The children will evaluate the beliefs and values of the Christian faith to guide their moral decision making in their future years, highlighting the pressures of peer-groups during their teenage years.

Geography

Using atlases, children will explore the diversity within continents that are represented at the Olympic games. Children will use atlases to locate the world countries concentrating on their environmental regions, key physical and human characteristics. They will use the 8-points of the compass, 4-figured grid references, symbols and keys to build their knowledge of the wider world. The children will follow the route of the Olympic torch and locate the grid-reference of previous host cities. Human geography will include economic activity, including trade links and a distribution of natural resources and energy and food.

History

As historians, we will compare and contrast the development of the modern and ancient Olympic games, to allow the children to understand the concept of continuity and change. This will be included in a wider range of Greek history to encompass a balanced overview of that period. Through the history of British sporting heroes, the children will know and understand the UK countries from earlier times to the present day. The children will understand how our sporting heroes connects with National and International history. The children will make connections, draw contrasts and analyse trends.

Art and Design

The theme for this unit will be to reflect and recreate a variety of sporting moments. Using the artist Malcolm Farley as a stimulus, the children will look at the world of sport through an artist's eyes, developing their understanding of how art can depict emotion and action using colour and various artistic techniques.

Design Technology

Pupils will Design and make ancient Greek sandals, children should consider materials, comfort factor, how they can be improved. They will learn about paper patterns and making a prototype. They will examine joining techniques (stitches, laces, buckles and straps). They will evaluate a range of modern sandals and compare traditional and ancient styles with modern day, man made materials.

Music

The children will celebrate achievements of 'The Amazing Egyptians' and explore the 20th century minimalist music inspired by the age of Akhenaten. They will arrange and perform a layered pyramid structure. Children will prepare a performance piece for celebration.

Physical Education

We will be following the summer curriculum of athletics, Outdoor and adventurous activities and striking and fielding games. The children will also learn extra curricular sporting activities including yoga, maintaining daily running skills and organising sports events. (see PE curriculum)

Foreign Languages

Unit 9– Les Sports. Children will practise numbers and responses to instructions in French, giving new context to in order to exchange information about likes and dislikes, and to extend utterances about times of the week. Children will be able to apply opinions to areas of vocabulary already known, e.g. *food and drink* and in later units use their knowledge to describe clothes, to link clothes to parts of the body, and to make comparisons, e.g. *about sports* with speakers of French.